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ABSTRACT

During 1988-89, the Austin Independent School District's Title 7 program continued to supplement services through the locally funded bilingual and English-as-a-Second-Language (ESL) programs to secondary students of limited English proficiency. The 1988-89 Title 7 evaluation report provides an overview of the programs's changes, staff training, parent/family workshops, curriculum development, and budget, and the characteristics of the students and teachers participating in the program are described. The extent to which the program has had a positive impact on student progress is discussed, focusing on English language proficiency, English language achievement, dropout/graduation rates, and exit-level TEAMS test results. A final section of the evaluation highlights the needs of limited-English-proficient students, and suggests that these students need placement with teachers with special training in ESL teaching techniques. (VWL)

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Race Against Time:

Secondary Title VII Program Evaluation, 1988-89

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RACE AGAINST TIME:
SECONDARY TITLE VII PROGRAM EVALUATION, 1988-89
EXECUTIVE SUMMARY

AUTHORS: Barbara Yonan, Nancy Baenen

Program Description

Title VII federal funds have been utilized in AISD since 1985-86 to enhance the regular secondary bilingual and English as a second language (ESL) programs for Hispanic limited-English-proficient (LEP) students. In the fourth year, 1988-89, the program was expanded to include all LEP students, irrespective of native language background, or dominance, at five campuses—Johnston and Travis High Schools, Martin Junior High, and Dobie and O. Henry Middle Schools. The overall budget of the 1988-89 Title VII Program was $81,492; 446 students were impacted directly and indirectly through Title VII staff training, curriculum development, and parent/family workshops.

Major Findings

1. ENGLISH PROFICIENCY: Title VII students showed significant gains in raw score points over both a one-year period (9 points average gain) and a three-year period (14 points gain).

2. EXIT-LEVEL TEAMS: Results for the Texas Assessment of Minimum Skills (TEAMS) reveal that Title VII LEP Hispanic 1987-88 eleventh graders showed higher mastery percentages and lower dropout rates by the spring of 1988-89 than non-Title VII LEP students. Title VII 1988-89 eleventh graders also showed higher overall mastery (42%) on the TEAMS than non-Title VII LEP students (30%).

3. TEAMS—Grades 7 and 9: Among Title VII students, 51% mastered mathematics, 38% mastered reading, and 21% mastered writing overall. Low mastery among ninth graders in writing (14%) is of particular concern, given that this class will be the first required to pass a written composition as part of the TEAMS in order to graduate in 1992.

4. TAP: In 1988-89 on the Tests of Achievement and Proficiency, Title VII high school LEP students narrowed the gap between their performance and other AISD students in three quarters of grade and subtest group comparisons (73%; 11 of 15). However, all Title VII 1988-89 achievement scores for grades 6-12 were below the national norm of the 50th percentile. In addition to limited proficiency in English, limited educational experience (47% have attended school five years or less) contributes to low achievement.

5. DROPOUT RATES: In 1987-88, the annual senior high dropout rate decreased from 21.7% to 17.5%, narrowing the gap between the Title VII dropout rate and that of AISD students overall.

6. LEP STUDENTS DOMINANT IN ENGLISH OR BALANCED IN ENGLISH AND ANOTHER LANGUAGE: These Title VII students do appear to have special needs related to achievement (probably more than to English proficiency). Mastery percentages on TEAMS ranged from 0 to 50% by grade and test, with the lowest mastery in writing. TEAMS mathematics mastery, credits earned, and attendance rates also tend to be lower than for other Title VII students with less English ability or the District overall.

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TITLE VII EVALUATION 1988-89
FINAL REPORT

WHAT ARE TITLE VII'S KEY ISSUES?

Overall, the key issue for the Title VII evaluation is how limited-English-proficient (LEP) students have benefited from the program. Specifically addressed in this report are the following questions:

- What services has Title VII provided? Has Title VII improved AISD'S ability to serve LEP students at the secondary level?
- Has Title VII made a positive impact on student progress?
- Has Title VII contributed to AISD's holding power in keeping students in school through graduation?
- What are the characteristics of the LEP students served and their teachers?
- Are there other needs of LEP students to be addressed?
- What are the implications of the results? Should Title VII be continued as is or modified? Should AISD adopt Title VII strategies at other campuses?

WHAT SERVICES HAS TITLE VII PROVIDED?

OVERVIEW AND FOURTH-YEAR PROGRAM CHANGES

In 1988-89, AISD's Title VII Program continued to supplement services provided through the locally funded bilingual and English-as-a-second-language programs to LEP secondary students. However, during the program's fourth year, there were changes in the services provided, students served, schools included, and program administrative staff.

Schools Served

In 1988-89, the program operated at three campuses with the highest concentration of LEP students. These included one junior high (Martin) and two high schools (Travis and Martin). Anderson High School, a program school for the past three years, had a decreased LEP population and was discontinued. It was replaced by a pilot program at two middle schools (Dobie and O. Henry), which were included for staff training and for examination of possible LEP students' needs.

Services Provided

The program is designed to help current LEP students and their parents as well as build AISD's ability to teach LEP students in the future by providing--

- Staff training (ESL training and campus workshops),
- Curriculum development, and
- Parent/family workshops.

Each Title VII school received all services to varying degrees. Hispanic LEP A/B (monolingual or dominant in a non-English language) students at former program schools continued to be the primary focus, served by most currently trained endorsement and workshop teachers. In 1988-89, the tutoring component, part of AISD's Title VII Program for the past three years, was not continued, primarily because of the lack of positive effects in past years' evaluation findings.

Students Served

AISD's Title VII Program was originally designed to improve the English language proficiency and academic achievement of Hispanic students dominant or monolingual in Spanish (LEP A/B) at Title VII schools, grades 7-12. In 1988-89, although Spanish dominant students continued to be a primary focus, the program was expanded to include all LEP A-E (ranging from other language dominant to English dominant) students in grades 6 to 12 at program campuses, rather than only Hispanic LEP A/B students. While LEP C-E students live in the program schools' attendance areas, many LEP A/B students are transferred in from other schools.

Thus, in 1988-89, a total of 446 Hispanic and non-Hispanic students (LEP A-E) received varying AISD services, ranging from ESL only to bilingual instruction in five subject areas at the junior high level. In 1987-88, 1986-87, and 1985-86, 223, 266, and 218 LEP A/B Hispanic students were served, respectively. (See pages 6-8 for more information.)

AISD-funded services at the campuses are shown in Figure 1.

FIGURE 1
AISD-FUNDED SERVICES AT TITLE VII CAMPUSES

AISD-Funded Services	Title VII Campuses				
	Martin	Travis	Johnston	Dobie	O. Henry
Bilingual content area instruction	X				
English as a second language	X	X	X	X	X
Spanish for native speakers		X			
Controlled Computer Programming of Sequenced ESL Instruction			X		

Program Administrative Staff

Administrative staff changes were made shortly before the school year started. In 1988-89, the Director of Bilingual Education and two bilingual instructional coordinators (who had previously worked with elementary programs) coordinated Title VII activities. Title VII implementation slowed somewhat as they familiarized themselves with program objectives and functioning.

STAFF TRAINING

During the past three years of AISD's Title VII implementation, the staff training component has provided ESL endorsement courses and workshops for staff working with Hispanic LEP students. In 1988-89, staff training has focused on working more effectively with all LEP students through Cooperative Learning workshops.

Endorsement Training

In 1988-89, no ESL courses were offered by St. Edward's University (which had held and accredited past endorsement coursework for AISD teachers). To find enough teachers to meet a minimum enrollment in the fall, teachers who had previously taken classes in the four course ESL training series were polled for interest in attending courses needed to complete the endorsement series. (Other AISD teachers were not polled.) The polling showed none of the four courses had enough teachers to meet the minimum number required to hold a class in the spring semester. Thus, there were no endorsement classes offered at St. Edward's University in 1988-89. However, two teachers at Martin took ESL courses at The University of Texas during the fall and spring semesters. Also, five Title VII teachers plan to take ESL classes at The University of Texas and other colleges in Texas in the summer, 1989.

Since the program was implemented in 1985-86, 33 teachers at the original four Title VII schools have taken at least one course in the ESL course series. In 1988-89, of these teachers:

- 19 were at Title VII schools,
- 7 were at nonprogram schools (including 2 at Anderson which was a program school until this year), and
- 7 had left the District.

As can be seen in Figure 2, 16 teachers with endorsement training at the three original and continuing program secondary schools instructed Title VII LEP students in 1,135 courses during the 1988-89 school year. This is a duplicated count within and across semesters. Some students (like those at Martin in the TBE program) might have had more than one course taught by a teacher with endorsement training (three teachers had taken at least one endorsement class), while LEP students at other schools may not have had any. Of the 5,352 courses across two semesters (an average of 6 courses for each of 446 students), 21% were instructed by endorsement teachers. However, as can be seen in Figure 2, Martin received 77% of this service while they have 39% of the Title VII students.

FIGURE 2
NUMBER OF CLASSES IN WHICH 1988-89 TITLE VII STUDENTS WERE SERVED BY ENDORSEMENT TEACHERS

School	Number of Endorsement Teachers	Semester	Dominance A	B	C	D	E	Semester Total	Year Total	Year Percent
Martin	4	Fall	26	363	44	3	1	437		
		Spring	23	368	44	3	1	439	876	77%
Travis	5	Fall	5	67	21	4	1	98		
		Spring	2	61	17	3	1	84	182	16%
Johnston	7	Fall	0	21	12	8	4	45		
		Spring	0	12	8	6	6	32	77	7%
Total	16	Fall	31	451	77	15	6	580		
		Spring	25	441	69	12	8	555		
			56	892	143	27	14	1135	1135	100%

Note that counts are duplicated, based on 446 LEP A-E students and 16 endorsement teachers.
Note that students can be counted up to six times each semester.

Cooperative-Learning Workshops

During the academic year 1988-89, cooperative learning sessions were conducted at O. Henry Middle School and Martin Junior High. In the fall, the O. Henry teaching staff received a general orientation on cooperative learning techniques and their use in teaching the content areas. During the second series of sessions at Martin in the spring, 1989, the presenter:

- Observed TBE teachers who had incorporated cooperative learning techniques in their instruction,
- Provided feedback on student participation and instruction,
- Conducted training on how to extend cooperative learning techniques, and
- Conducted classroom demonstrations with students while the TBE teachers observed.

The activities involved the same seven Title VII teachers at Martin in February and April. The sessions were not offered to other teachers at Martin or at other campuses.

PARENT/FAMILY WORKSHOPS

In 1988-89, as well as in the past two years, workshops for parents of Title VII LEP students were held. However, in 1988-89, sponsorship was jointly shared with AISD's Parent Advisory Council and the Chapter 1 Migrant Program. Meetings were held monthly, including a series of five parent/family workshops led by a bilingual psychologist and educator. Program topics focused on parent involvement in supporting their children's educational and social development. Other District resource personnel and the AISD parent involvement specialist contributed to council and workshop sessions held in locations in the residential area of most of Title VII Program's LEP students and their families. Participation included up to 10 Title VII parents per workshop.

CURRICULUM DEVELOPMENT

During the past three years, the focus has been on:

- Purchasing appropriate multicultural instructional materials and computer hardware for Hispanic LEP students, and
- Compiling a resource handbook appropriate for mainstreamed LEP students with 500 entries in the annotated bibliography.

During Title VII's fourth year, glossaries of Spanish terminology applicable for homemaking and health were compiled by a program teacher.

BUDGET

The overall budget of Title VII in 1988-89 was $81,492. This figure represents expenditures for parent training, multilevel instructional and testing materials, consultants, university tuition fees for ESL courses, and evaluation/administrative costs. Title VII also enhances regular bilingual and ESL programs at Title VII campuses with financial support of program staff time for coordination of services, monitoring student progress, and testing.

Title VII is designed to build AISD's ability to serve LEP students now and in the years to come. In keeping with this objective, in 1988-89, Title VII was expanded to include all LEP A-E students at Title VII schools, irrespective of native language background. This doubled the population served. However, students received varying services; Hispanic LEP students continued to be the primary focus, benefiting from full services while students at two new campuses, Dobie and O.Henry Middle Schools, were served indirectly through staff development training and an assessment of their need for services. Thus, in 1988-89, the same federal budget allotment as in 1987-88 of $81,492 went further in terms of children served, although program funds were not evenly distributed. This makes calculating a true cost per student difficult. On the average, the cost per student for 1988-89 was $183.

WHAT ARE THE CHARACTERISTICS OF TITLE VII STUDENTS AND TEACHERS?

STUDENT DATA/CHARACTERISTICS--1988-1989

Title VII students (446) were examined for ethnicity, low income, overage, and language proficiency status. As can be seen in Figure 3, most program students:

- Are Hispanic (88%) and from low-income families (89%),
- Are overage by one year or more,
- Are other language dominant (LEP B) and monolingual (LEP A) students (LEP A plus B represent 63%).

FIGURE 3
1988-89 ETHNIC, LOW INCOME, OVER AGE CHARACTERISTICS OF TITLE VII STUDENTS BY SCHOOLS

SCHOOL	N	ETHNICITY	%	LOW INCOME	%	OVERAGE	%	LANGUAGE DOMINANCE	%
								A= 1	2%
		Hispanic=60	91%					B= 28	42%
Johnston	66	Asian=5	8%	44	67%	48	73%	C= 16	24%
		Black=1	2%					D= 15	23%
								E= 6	9%
								EL= 0	0%
								A= 6	5%
		Hispanic=108	94%					B= 69	60%
Travis	115	Asian=6	5%	105	91%	80	70%	C= 31	27%
		Black=1	1%					D= 5	4%
								E= 4	3%
								EL= 0	0%
								A= 11	6%
		Hispanic=172	99%					B= 127	73%
Martin	174	Asian=1	1%	161	93%	119	68%	C= 25	14%
		Black=1	1%					D= 7	4%
								E= 4	2%
								EL= 0	0%
								A= 3	8%
		Hispanic=37	97%					B= 3	8%
O.Henry	38	Asian=1	3%	37	97%	32	84%	C= 17	45%
		Black=0	0%					D= 7	18%
								E= 8	21%
								EL= 0	0%
								A= 16	30%
		Hispanic=16	30%					B= 18	34%
Dobie	53	Asian=37	70%	49	92%	35	66%	C= 9	17%
		Black=0	0%					D= 8	15%
								E= 1	2%
								EL= 1	2%
								A= 37	8%
		Hispanic=394	88%					B= 245	55%
Total	446	Asian=50	11%	395	89%	315	71%	C= 98	22%
		Black=3	1%					D= 42	9%
								E= 23	5%
								EL= 1	0%

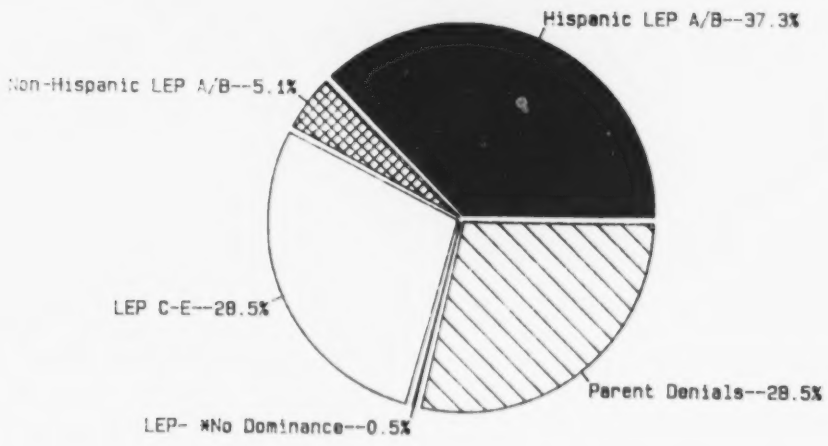
Language Dominance
- A = monolingual in language other than English
- B = dominant in language other than English
- C = balanced in English and another language
- D = dominant in English
- E = monolingual in English

Low income = Eligible for free- or reduced-price lunch

Additional Characteristics

The 214 program LEP A-E high school students at Johnston and Travis also responded to the districtwide Student Survey administered at each high school in November, 1988. See Figure 4 for distribution of language dominances in the students sampled. (Detailed information on responses may be found in Attachment A.)

FIGURE 4
1988-89 TITLE VII SURVEY: PROGRAM HIGH SCHOOL LEP STUDENTS BY LANGUAGE AND DOMINANCE



N= 214

LEP= Limited-English-Proficient student(s)
Parent Denials= LEP A-E students whose parents have declined services

*At time of survey

- As a group, students with limited English skills at Title V II high schools also have limited school experience. Unlike most high school students in the U.S. with a minimum of 10 years of school experience, almost half (46.8%; 81 of 173) of Title VII high school students have attended school for five years or less.

- Most of these students communicate in two languages throughout the day, alternating languages in different settings.

- Those most limited in English-speaking skills, LEP A/B students, are relative newcomers to the U.S., and frequently communicate in a language other than English (as do their parents).

- Students whose parents have declined services (Parent Denials) have lived in the U.S. and attended school longer, and use English more (as do their parents).

- When asked what instructional strategies they preferred, all groups preferred being tutored and taught more than one course by a bilingual and/or understanding teacher. The least preferred choice by all LEP student subgroups except non-Hispanic LEP A/B students was "more Spanish texts." (Non-Hispanic LEP A/B students were less likely to select "group learning activities" as an intervention.)

Teacher Characteristics

Educational preparation and experience. At the five Title VII schools, 13 teachers were teaching ESL or bilingual content area subjects to program students. Among these teachers, the following characteristics were found (see Figure 5):

- Degrees
  - -- All teachers hold bachelor's degrees and
  - -- Three have master's degrees.
- Endorsements
  - -- Eight of the 13 teachers hold ESL and/or bilingual certification,
  - -- Four hold special ESL/bilingual permits valid until August, 1989, and
  - -- One holds a special permit which has expired.
- Experience
  - -- More than half (7 of 13) have taught for six or more years, and
  - -- Two teachers are in their first year of teaching.

FIGURE 5
TEACHING EXPERIENCE OF 1988-89
TITLE VII AND BILINGUAL TEACHERS (N=13)

	YEARS IN AISD				YEARS OUTSIDE AISD				TOTAL EXPERIENCE			
	0	1-5	6-10	11-15	0	1-5	6-10	11-15	0	1-5	6-10	11-15
NUMBER OF TEACHERS	3	3	3	4	8	5	0	0	2	4	3	4

Second language competencies. In addition, the eight ESL/TBE teachers at Martin, Travis, and Johnston were queried about second language skills on the spring, 1989, AISD Employee Survey. Figure 6 shows the following information from the seven teachers who responded:

- Spanish
  - -- Five teachers speak it fluently,
  - -- One speaks it a little, and
  - -- One does not speak Spanish.
- Another language other than English
  - -- Four teachers can communicate somewhat in Vietnamese and/or another foreign language.

FIGURE 6
SELF-REPORTED SECOND LANGUAGE COMPETENCIES OF ESL/TBE TEACHERS IN 1988-89 TITLE VII JUNIOR HIGH AND HIGH SCHOOLS

"I understand and speak--"	Spanish	Vietnamese	Another Foreign Language
Fluently	5	0	0
Fairly Well	0	0	0
Well Enough to Communicate	0	1	1
Not well but a little	1	3	3
Not at all	1	3	3
Total	7	7	7

N=7 (7 of 8 responded)

Discussion. All but one of the present staff meets qualification requirements of bilingual or ESL permanent/emergency certification. Most Title VII ESL/bilingual teachers speak Spanish, the first language of the majority of their LEP students, although second language competency is not required in ESL instruction. In addition, some have speaking ability in a language other than Spanish or English. Certification may pose greater problems in the future. While the majority of ESL/TBE teachers working with these students are fully certified, a quarter have temporary permits or no certification.

Possible explanations for limited certification were offered during administrative staff interviews. Instructional demands of meeting the LEP students' needs increase the possibility of teacher burnout over time or may discourage new teachers from ESL/bilingual specialization. One possible source of teachers are others in AISD who hold bilingual or ESL certification but who do not currently serve LEP students. Some may be willing to begin or return to serving LEP students. If the bilingual stipend is eliminated, this may make recruiting bilingual teachers more difficult. (See ORE Publication Number 87.44; Programs for Students with Limited English Proficiency, Evaluation 1987-88.)

HAS TITLE VII HAD A POSITIVE IMPACT ON STUDENT PROGRESS?

ENGLISH PROFICIENCY

The Language Assessment Battery (LAB) is a language proficiency test used to evaluate the English oral language acquisition of Title VII students since the program was implemented in 1985-86. The maximum score on the LAB is 92. In 1988-89, both one-year and three-year results were examined. The LAB mean raw scores of LEP A/B students at Martin, Travis, and Johnston who had either a pretest of spring, 1988 or fall, 1988 (usually new students) and a posttest of spring, 1989 were included in the one-year analysis.

The three-year analysis examined mean raw scores of 28 program students who were in the program in 1986-87, 1987-88, and 1988-89; students included had a spring, 1987 pretest and spring, 1988 posttest. Spring is not a true pretest, but the number of students with fall, 1987 pretests was too small to examine. Only Hispanic LEP A/B students were included in the three-year group, because they were the focus of the program until 1988-89 when other language groups were added. LAB results indicate that:

- Title VII met or exceeded its English proficiency objective of significant one-year mean raw-score gains from pretest to posttest overall and at five of seven grade levels. (See Figure 7.)
- On the average, students who were in the program for three years made highly significant mean raw score gains in English proficiency. (See Figure 8.)
- In terms of meeting District standards for showing English proficiency (23rd percentile on the LAB), this year seven students of the 149 with pre-and posttest scores reached proficiency.

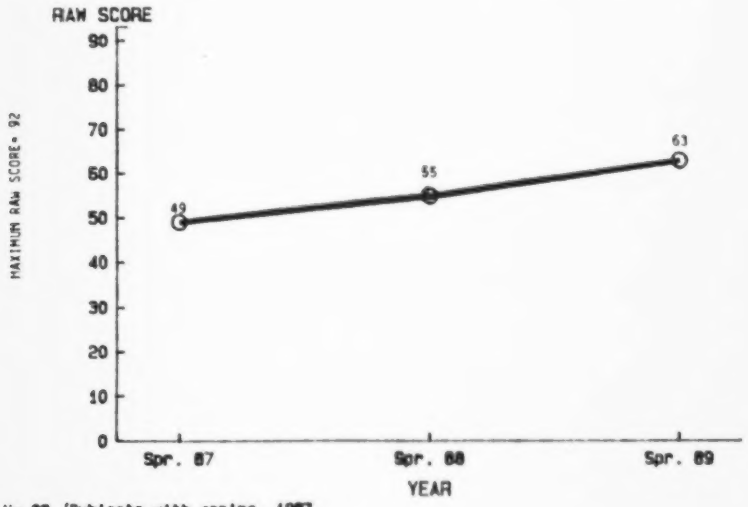
FIGURE 7
1988-89 ONE-YEAR LAB MEAN RAW SCORE GAINS FOR TITLE VII LEP A/B STUDENTS, BY GRADE

GRADE 1988-89	N	PRE Mean Raw Score	POST Mean Raw Score	GAIN Mean Raw Score
6	15	36.7	49.8	13.1 **
7	48	36.3	42.7	6.3 **
8	53	38.9	48.1	9.2 **
9	17	41.1	56.6	15.5 **
10	9	48.4	61.0	12.6 *
11	4	52.8	60.8	8.0
12	3	73.7	76.3	2.7
Total	149	39.7	49.2	9.4 **

PRE= Spring 88 or Fall 89
POST= Spring 89

* = P < .05
** = P < .001

FIGURE 8
THREE-YEAR LAB MEAN RAW SCORE GAINS FOR 1988-89 TITLE VII HISPANIC A/B STUDENTS



N= 28 (Subjects with spring, 1987 pretests and spring, 1989 posttests)
Spring testing= 1986-87, 1987-88, 1988-89

ENGLISH ACHIEVEMENT

TEAMS Mastery

Title VII students, like others in AISD, take the Texas Educational Assessment of Minimum Skills or TEAMS (Texas' minimum skills test) in grades 7, 9, and 11. The Exit-Level TEAMS, taken by eleventh graders, is a high-stakes test. Students are required to pass both the mathematics and language arts sections before graduation. This year's ninth graders will have to pass mathematics, reading, and writing (with a writing sample). In grades 7 and 9, TEAMS mastery consists of passing mathematics, reading, and writing subtests.

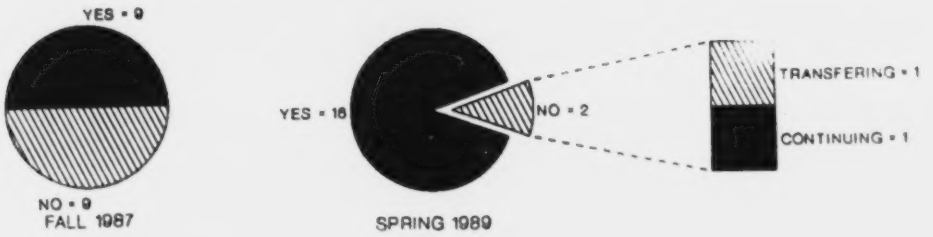
Exit-Level TEAMS. In fall, 1987, 18 Title VII and 12 non-Title VII students were tested with the Exit-Level TEAMS test; 9 of 18 Title VII and 4 of 12 non-Title VII LEP A/B students passed initially. Mastery was checked again as of spring, 1989, when the students should have been graduating seniors. At that point, it was found that (see Figure 9):

- Across both years, 89% (16 of 18) of the Title VII and 58% (7 of 12) of the non-Title VII Hispanic LEP A and B students achieved mastery.
- Of those who did not pass TEAMS, no Title VII student dropped out; one quarter (3 of 12) of the non-Title VII LEP students did drop out.

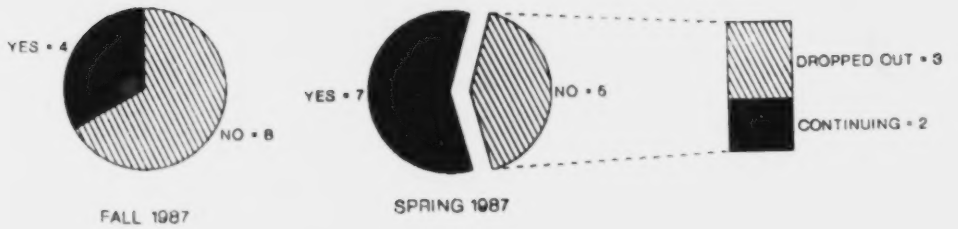
Thus, Title VII students seemed to fare considerably better in terms of TEAMS mastery and staying in school.

FIGURE 9
EXIT-LEVEL TEAMS OVERALL MASTERY: FALL, 1987 AND SPRING, 1989
FOLLOW-UP OF GRADE 11 (12) HISPANIC LEP A/B STUDENTS

TITLE VII



NON-TITLE VII



The Exit-Level TEAMS mastery of 1988-89 Title VII Program's eleventh graders (with fall and/or spring scores) also was examined for the following expanded Title VII subgroups (used for seventh and ninth grade comparisons also):

- o Hispanic LEP A/B -- students monolingual or dominant in Spanish,
- o Other LEP A/B -- students monolingual or dominant in another non-English language, and
- o LEP C-E -- students with equal language proficiency or greater proficiency in English, irrespective of native language background.

For comparative purposes, non-Title VII and overall AISD rates for mathematics and language arts were used. However, non-Title VII students are not a control group. While both non-Title VII students and Title VII C-E students generally reside in their schools' attendance areas, many Title VII students are transferred in from other schools. It is not known how this may affect results.

Findings shown in Figure 10 and Figure 11 indicate:

- Of the two tests, mastery was higher in mathematics and lower in language arts for all but the LEP C-E group.
- Neither of the two non-Hispanic Title VII LEP A/B students mastered Exit-Level TEAMS; both passed mathematics but failed the language subtest.
- Overall mastery was achieved by 42% of all Title VII students (9 of 21) and 30% (8 of 27) of the non-Title VII students.

Special efforts will be necessary if these students are to master the test before graduation.

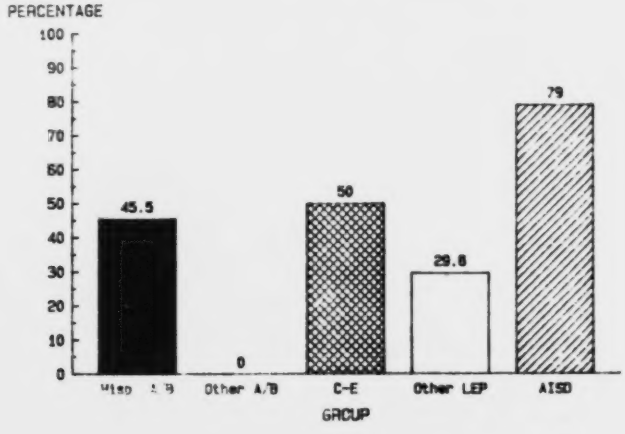
FIGURE 10
1988-89 EXIT-LEVEL TEAMS: TITLE VII LEP STUDENTS, OTHER LEP, AND AISD STUDENTS OVERALL

	MATHEMATICS		LANGUAGE ARTS		OVERALL	
GROUP	TOTAL	MASTERY PERCENT	TOTAL	MASTERY PERCENT	TOTAL	MASTERY PERCENT
Title VII						
Hispanic A/B	11	72.7	11	45.5	11	45.5
Other A/B	2	100.0	2	00.0	2	00.0
C-E	7	42.3	8	75.0	8	50.0
Total	20	65.0	21	52.4	21	42.3
Non Title VII LEP	23	65.2	27	33.3	27	29.6
AISD	2082	83.6	2484	93.0	*	*

*Not calculated for this comparison. Fall and Spring, 1988-89 results.

Fall, 1988 results (students tested for the first time)

FIGURE 11
1988-89 EXIT-LEVEL TEAMS OVERALL MASTERY: TITLE VII LEP STUDENTS, OTHER LEP STUDENTS, AND AISD OVERALL



TEAMS at grades seven and nine. The 1988-89 TEAMS subtest results for seventh and ninth grade Title VII LEP groups, other LEP students, and AISD overall are shown in chart and graphic form in Figure 12 and Figure 13. These findings reveal that:

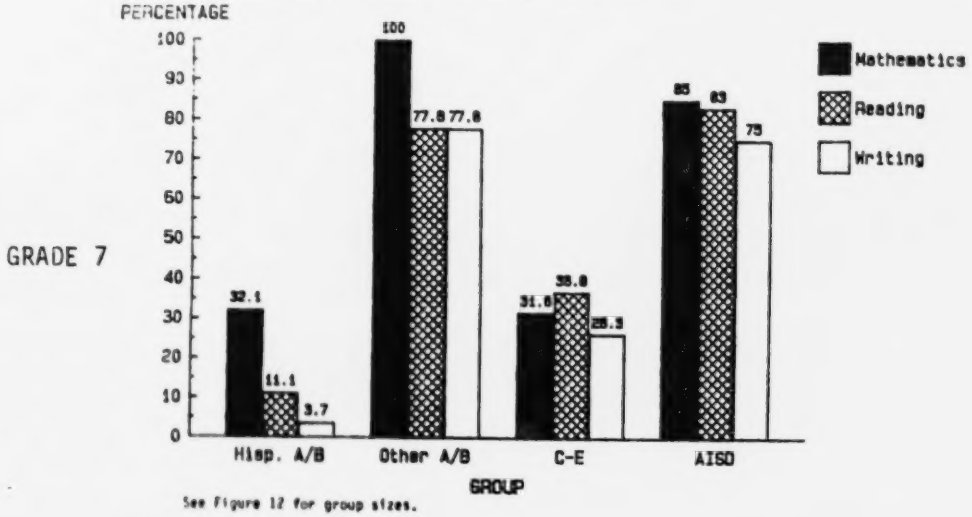
- Among Title VII students, 51% mastered mathematics, 38% mastered reading, and 21% mastered writing overall.
  - -- Three quarters of the group comparisons (8 of 12) show students performing best or almost equally as well in mathematics.
  - -- Other LEP A/B students exceeded AISD rates in mathematics at all three grade levels.
  - -- Hispanic LEP A/B students outperformed AISD students overall in mathematics at grade nine.
- Title VII Other LEP A/B students exceeded AISD rates in writing at grade seven and reading at grade nine.
- Students experienced the most difficulty on the TEAMS writing test (given in grades seven and nine only); in seven of eight group comparisons, the fewest number of students passed the writing test.

Current ninth graders will have to pass a writing test that includes a separate written composition (including a writing sample) to graduate under new Exit-Level TEAMS criteria. A strong emphasis on skills as tested on TEAMS will be necessary if students are to meet these new higher standards.

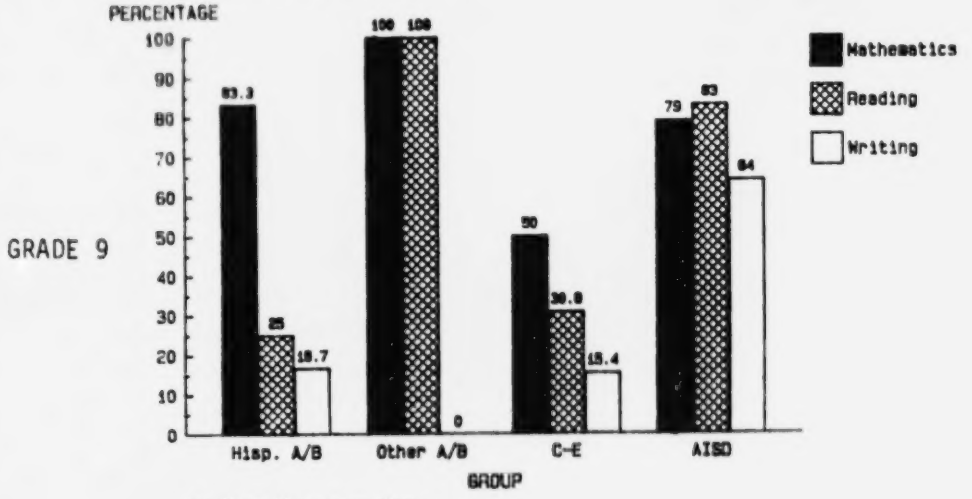
FIGURE 12
1988-89 TEAMS MASTERY: SEVENTH AND NINTH GRADERS IN TITLE VII LEP GROUPS, OTHER LEP STUDENTS, AND AISD OVERALL

	MATHEMATICS			READING			WRITING			OVERALL MASTERY		
		PASSING			PASSING			PASSING			PASSING	
GROUP	TOTAL	NUMBER	PERCENT	TOTAL	NUMBER	PERCENT	TOTAL	NUMBER	PERCENT	TOTAL	NUMBER	PERCENT
Title VII												
Hispanic A/B												
Gr. 7	28	9	32.1	27	3	11.1	27	1	3.7	28	1	3.6
Gr. 9	12	10	83.3	12	3	25.0	12	2	16.7	12	2	16.7
Total	40	19	47.5	39	6	15.4	39	3	7.7	40	3	7.5
Other A/B												
Gr. 7	9	9	100.0	9	7	77.8	9	7	77.8	9	7	77.8
Gr. 9	2	2	100.0	2	2	100.0	2	0	00.0	2	0	0.0
Total	11	11	100.0	11	9	81.8	11	7	63.6	11	7	63.6
C-E LEP												
Gr. 7	19	6	31.6	19	7	36.8	19	5	26.3	19	5	26.3
Gr. 9	12	6	50.0	13	4	30.8	13	2	15.4	13	1	7.7
Total	31	15	48.4	32	11	34.4	32	7	21.9	32	6	18.8
Overall												
Gr. 7	56	24	42.9	42	17	40.5	55	13	23.6	56	13	23.2
Gr. 9	26	18	69.2	27	9	33.3	28	4	14.3	28	3	10.7
Total	82	42	51.2	69	26	37.7	83	17	20.5	83	16	19.3
Non-Title VII LEP												
Gr. 7	54	38	70.4	54	27	50.0	54	22	40.7	54	14	25.9
Gr. 9	39	18	46.2	43	14	32.6	41	6	14.6	43	5	11.6
Total	93	56	60.2	97	41	42.3	95	28	29.5	97	19	19.6
AISD												
Gr. 7	3788	3223	85.0	3778	3147	83.0	3765	2325	77.0	3820	2543	67.0
Gr. 9	4001	3141	79.0	4006	3311	83.0	4008	2548	64.0	4075	2287	56.0

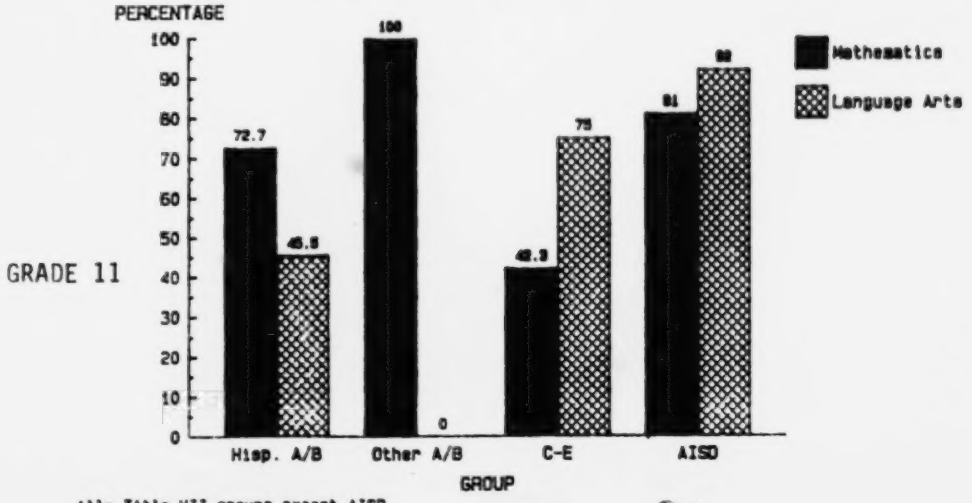
FIGURE 13
1988-89 COMPARISON OF TEAMS MASTERY BY GRADE, GROUP, AND SUBTEST AREA



See Figure 12 for group sizes.



See Figure 12 for group sizes.



All= Title VII groups except AISD

Narrowing the Gap--ITBS/TAP

AISD also administers norm-referenced tests to all students whom teachers consider capable of earning a valid score. Each spring, the Iowa Tests of Basic Skills (ITBS) are administered at grades 6 through 8 and the Tests of Achievement and Proficiency (TAP) are administered at grades 9-12. Mean grade equivalent gains of high school Title VII students were compared to those of all AISD students in order to determine if the Title VII students were able to close the gap between their performance and the AISD norms. These students are indeed in a "race against time" in terms of English achievement; students must show larger gains than their classmates to approach District and national norms.

TAP. Figure 14 and Figure 15 compare the TAP mean GE score gains of LEP A-E students in Title VII this year who were also tested in the spring, 1988. TAP findings indicate that Title VII LEP students:

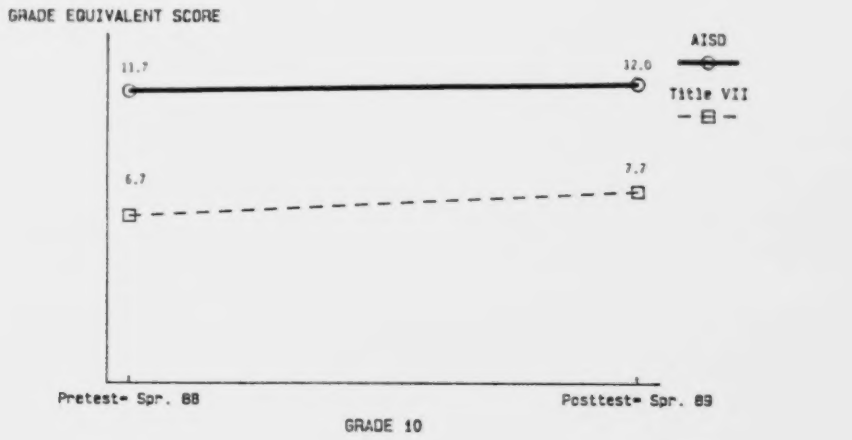
- Narrowed the achievement gap in almost three quarters of grade and subtest group comparisons (73%; 11 of 15).
- Narrowed the gap in all grades in language and science.
- Narrowed the gap in all grade levels in most subtest area comparisons:
  -- Grade 10 -- 4 of 5
  -- Grade 11 -- 3 of 5
  -- Grade 12 -- 4 of 5.
- Experienced the most difficulty in social studies, narrowing the gap at grade 10, but not at grades 11 and 12.

Thus, across one year, achievement gains indicate that Title VII students are gaining on AISD students overall. However, in every case, AISD students have a head start and begin and end above grade level. In most instances, Title VII students remain far below grade level as of spring, 1989. Also, all posttest scores were below the 50th percentile, although mathematics at grade 11 came close (11.6= 48th percentile). AISD students have an academic edge of more years in school; many Title VII students have attended school for five years or less. Thus, overall in this academic race against time, Title VII LEP students must run even harder and faster.

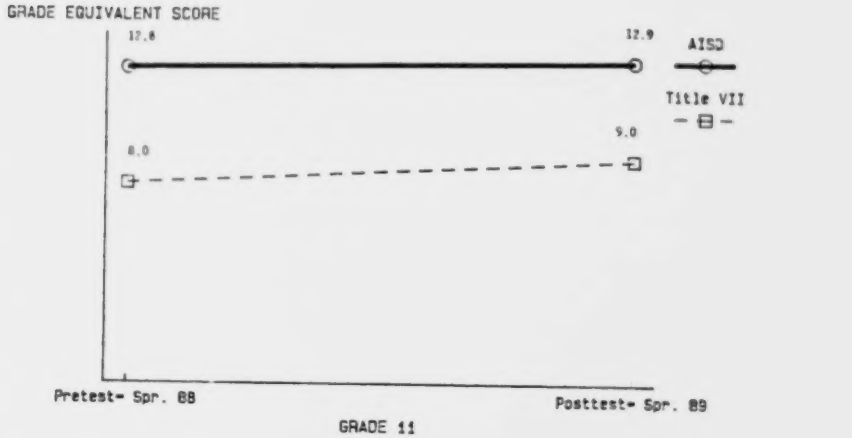
FIGURE 14
1988-89 TAP MEAN GE GAINS OF TITLE VII STUDENTS AND OVERALL AISD BY SUBTEST AND GRADE

Grade in	READING				LANGUAGE				MATHEMATICS				SOCIAL STUDIES				SCIENCE			
1988-89	N	Pre	Post	Gain	N	Pre	Post	Gain	N	Pre	Post	Gain	N	Pre	Post	Gain	N	Pre	Post	Gain
TITLE VII																				
10	23	6.5	7.6	1.1	23	6.7	7.7	1.0	23	8.7	9.3	.6	25	6.4	8.2	1.7	25	6.3	8.4	2.2
11	23	7.5	8.0	.5	23	8.0	9.0	1.0	23	10.3	11.6	1.3	23	8.3	9.1	.7	23	8.1	9.6	1.5
12	21	6.8	8.2	1.4	21	7.8	9.2	1.4	21	9.7	10.7	1.0	21	8.0	8.8	.8	21	7.5	10.0	2.5
AISD																				
10	2505	11.4	12.4	1.0	2523	11.7	12.0	.3	2518	11.7	12.4	.7	2523	10.5	11.7	1.2	2526	11.0	12.6	1.6
11	2344	12.8	13.3	.5	2358	12.6	12.9	.3	2356	13.1	13.3	.3	2355	11.8	13.1	1.3	2353	12.0	13.3	1.3
12	2434	13.8	14.1	.4	2448	13.0	13.5	.4	2449	13.8	14.0	.2	2390	12.6	13.7	1.1	2379	12.8	14.0	1.3

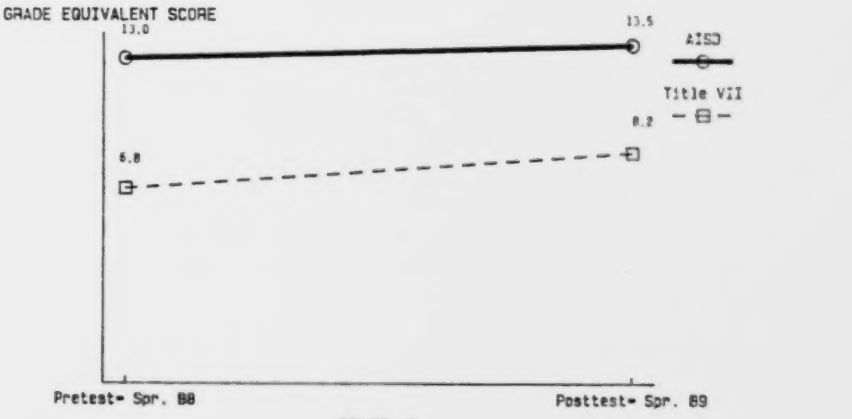
FIGURE 15
NARROWING THE GAP: COMPARISON OF 1988-89 TAP MEAN LANGUAGE SCORES OF TITLE VII AND OVERALL AISD STUDENTS



GRADE 10



GRADE 11



GRADE 12

See Figure 14 for group sizes.

ITBS. Median percentile scores for LEP students in grades six through eight at Martin Junior High and Dobie and O.Henry Middle Schools are shown in Figure 16. Percentile scores reveal all of these groups of students have clear needs for special help.

- All median scores are below the national norm of the 50th percentile.
- Mathematics scores are generally (in 8 of 9 comparisons by grade and subject) higher than reading comprehension scores.
- Eighth graders show higher percentile scores than sixth and seventh graders in six of nine comparisons.
- Martin C, D, and E dominance students show slightly higher percentile scores than A and B Hispanic students (in 4 of 6 comparisons) but no scores exceed the 21st percentile.
- Dobie and O.Henry students show higher scores in mathematics at all grades compared to Martin but similar low reading scores (especially at grades 6 and 7).

Past reports have shown the Martin program as generally quite successful in raising the achievement of LEP students dominant in Spanish. A new version of the ITBS was adopted this year along with new norms. Scores for 1988 must be converted to 1985 norms before gains can be examined; this process was in progress as this report had to go to press.

FIGURE 16
TITLE VII ITBS PERCENTILE SCORES, SPRING, 1989
1985 NORMS

		Grade:	6	7	8
		Subject:	Reading Comprehension		
School	Dominance	Language	%ile(N)	%ile(N)	%ile(N)
Martin J.H.	A,B	Hispanic*	8 (13)	8 (50)	8 (51)
	C,D,E	All	16 (5)	13 (13)	17 (7)
Dobie/O.Henry Middle School	A-E	All	11 (32)	12 (19)	25 (18)
			Mathematics Total		
Martin J.H.	A,B	Hispanic	12 (14)	12 (52)	15 (52)
	C,D,E	All	17 (5)	7 (13)	21 (8)
Dobie/O.Henry Middle School	A-E	All	24 (32)	47 (19)	35 (18)
			Composite		
Martin J.H.	A,B	Hispanic	4 (13)	4 (48)	5 (50)
	C,D,E	All	12 (5)	4 (13)	16 (5)
Dobie/O.Henry Middle School	A-E	All	14 (32)	26 (18)	20 (18)

*Sample size for other languages too small for valid reporting (N= 1 to 3 by test)

DROPOUT/GRADUATION RATES

Since 1983-84, the Office of Research and Evaluation has been reporting dropout statistics, modifying and refining the procedures each year. At present, current procedures are quite comprehensive and match State requirements. (See ORE Publication Number 88.15, 1987-88 Dropout Report.) In Texas, a dropout is a student who is absent for a period of 30 or more consecutive school days from a school without approved excuse and whose records have not been requested by another school. Keeping track of who is and is not a dropout in AISD, as in most other school districts in the United States, is highly dependent upon the exchange of school records to verify and award subject credits at the high school level. This also substantiates re-enrollment. However, many junior highs and foreign countries do not request transcripts which tends to inflate junior high rates overall. Efforts to reduce this problem in 1988-89 included both better record keeping and new reporting procedures for transferring students. Postcards (in English and Spanish) instituted last year were given to transferring students' parents to complete and have returned by receiving schools after verification.

Title VII dropout rates have been reported since program implementation in 1985-86. During the first year, dropout rates were calculated from September to July, while in the subsequent two school years (1986-87 and 1987-88), annual figures have been computed from September through October. Thus, some students may not be counted as dropouts if their transfer request is received by this extended date. On the other hand, some students who completed the previous school year become dropouts when they do not return for the new year. For comparative purposes, ORE continues to report a school year dropout rate based on the July cut-off date.

As current data from the National High School and Beyond Survey indicates (Barros & Kolstad, 1987; Valdivieso, 1986), certain types of students are at higher risk of dropping out, including Hispanic students, low-income students, and low achievers. Other research findings (Steinberg, Blinde, & Chan, 1984) indicate that being poor, Hispanic, and Spanish-speaking increases the probability of dropping out. The following data indicate senior high enrollments and dropout rates (see Figure 16 and Figure 17).

- **Students served by Title VII showed a 17.5% dropout rate (as of October).** While this is higher than that of all AISD (13.2%) and slightly higher than the all Hispanic rate (16.1%), it is lower than that of other LEP students (25.9%) in the District.

- **In 1987-88, proportionately more Title VII students stayed in school than in the preceding year.** In comparison to 1986-87, the annual dropout rate decreased from 21.7% to 17.5%, narrowing the gap between the Title VII dropout rate and that of AISD students overall.

- **A dropout rate of 17.5% indicates that 82.5% of the Title VII senior high LEP students in AISD completed the 1987-88 school year and returned to school in the District or elsewhere.**

- **Of the 26 Title VII twelfth graders in 1986-87, 21 (81%) graduated.** By subgroup:

  -- Hispanic LEP A/B - 10 out of 11 (91%) graduated (in 1987-88, all 17 Title VII Hispanic LEP A/B students graduated),
  -- Other LEP A/B - the one eligible did not graduate, and
  -- LEP C-E - 11 of 14 (76%) graduated.

In addition, the decrease of the Title VII senior high LEP dropout rate is more dramatic if July rates for the past three years are examined.

- 1985-86 - 28.5%
- 1986-87 - 14.7%
- 1987-88 - 13.3%

FIGURE 17
TITLE VII SENIOR HIGH AND COMPARISON GROUPS' DROPOUT RATES FOR 1985-86, 1986-87, AND 1987-88

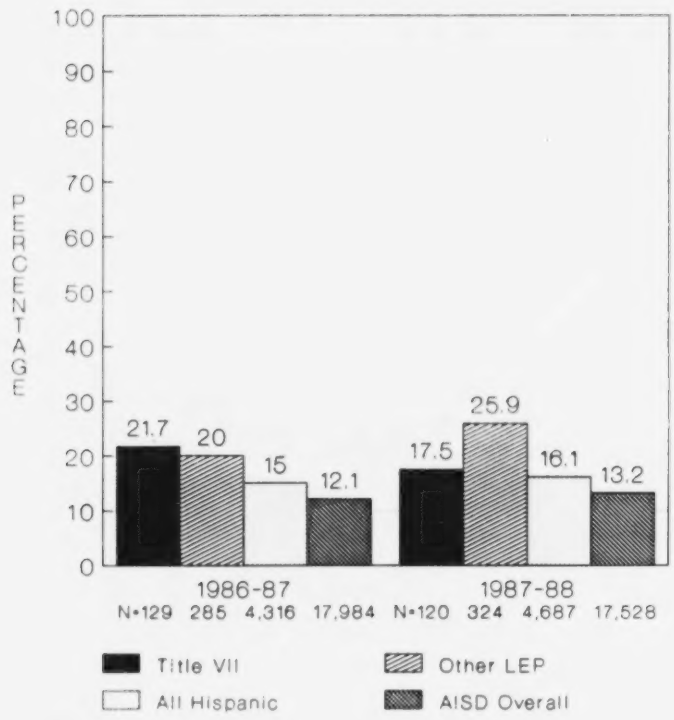
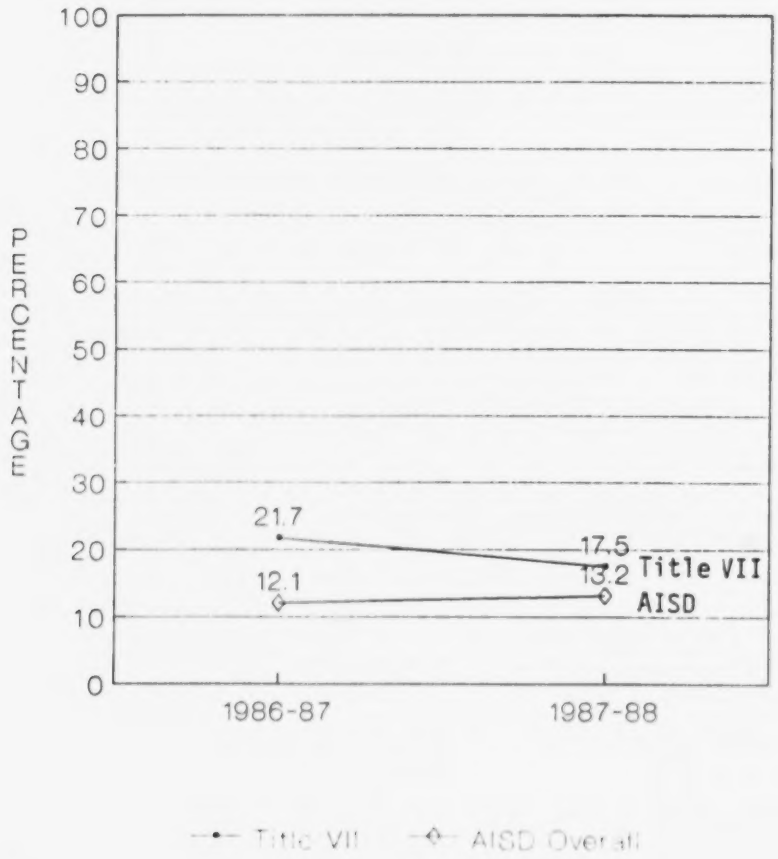


FIGURE 18
NARROWING THE GAP: 1987-88 COMPARISON OF SENIOR HIGH TITLE VII LEP STUDENTS AND AISD OVERALL DROPOUT RATES



Junior high October dropout rates for 1986-87 and 1987-88 show that:

- Junior high rates are lower than senior high rates.
- All junior high rates have decreased from the previous year, especially that of other LEP students (1986-87=20.2%; 1987-88=15.4%).
- While the Title VII dropout rate has decreased somewhat, so has the AISD overall rate. **Thus, at the junior high level the gap between rates is unchanged.**

FIGURE 19
TITLE VII JUNIOR HIGH AND COMPARISON GROUPS' DROPOUT RATES FOR 1985-86, 1986-87, AND 1987-88

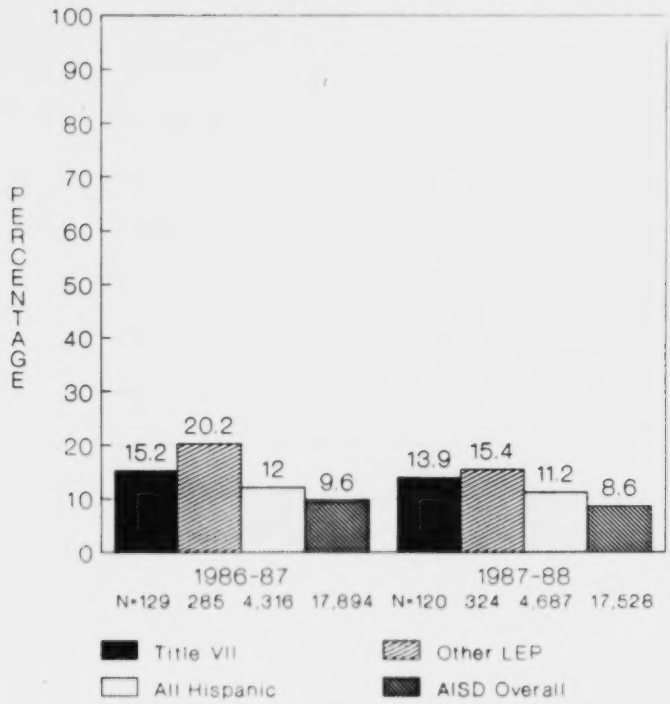
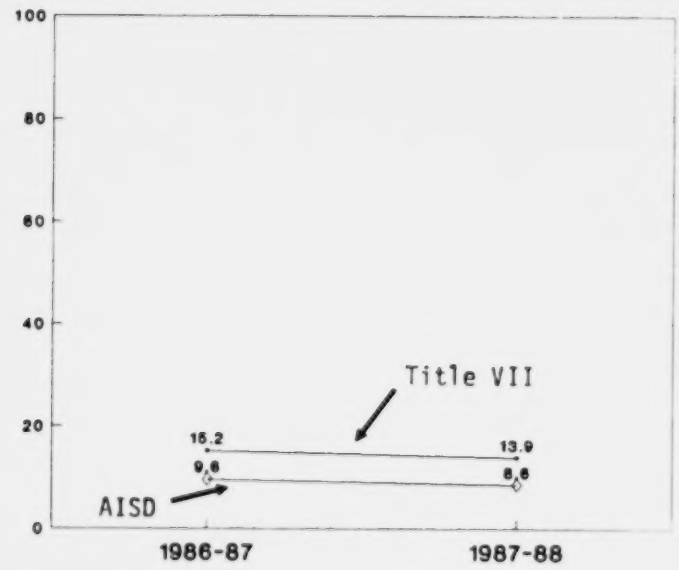


FIGURE 20
NARROWING THE GAP: 1987-88 COMPARISON OF JUNIOR HIGH TITLE VII LEP STUDENTS AND AISD OVERALL DROPOUT RATES



OTHER MEASURES OF SUCCESS

Retention/promotion. Retention and promotion rates for Title VII A and B students (still active in October, 1987-88; N=223) were examined and compared to those of two groups, other non-English proficient students enrolled in AISD (N=498) and all students enrolled in the District in 1987-88. Students were considered retained if they were in the same grade in the fall semester (October, 1988) as they were in the spring semester (May, 1988).

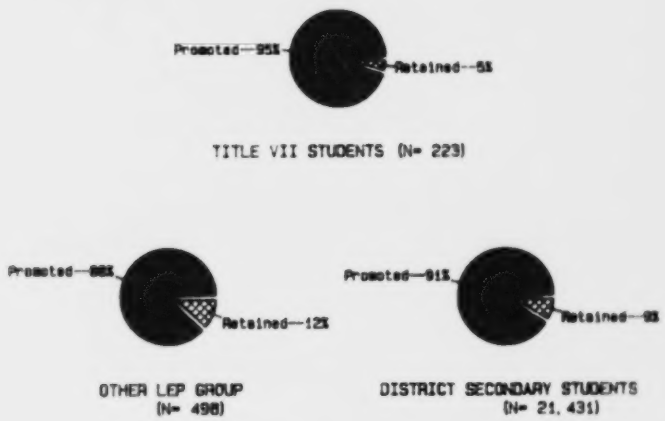
The following can be seen in Figure 20 and Figure 21:

- Overall, 95% of Title VII 1987-88 program students were promoted; this was higher than the District secondary rate, 91%, or the 88% rate of other LEP students.
- Compared to both the District and other LEP groups, Title VII promotion rates were higher at all grade levels.
- All Title VII students were promoted at three of six grades (8, 11, and 12).
- Grade nine students were the most likely to be retained; 20% of the Title VII students were retained compared to 21% throughout the District and 29% of the other LEP student group. Rates declined from grades 9 through 12 for all 3 groups.

FIGURE 21
1987-88 TITLE VII, OTHER LEP, AND OVERALL AISD STUDENTS REPEATING A GRADE IN 1988-89

Grade	Title VII TOTAL	Title VII %	Other LEP TOTAL	Other LEP %	District Secondary TOTAL	District Secondary %
7	61	1.6	159	8.8	3819	7.0
8	51	0.0	105	6.7	3696	3.6
9	46	19.6	99	29.3	4467	21.0
10	26	3.8	64	9.4	3277	9.6
11	21	0.0	48	6.3	3109	6.9
12	18	0.0	23	4.3	3063	2.7
Totals	223	4.9	498	12.0	21431	9.1

FIGURE 22
PROMOTION/RETENTION RATES FOR 1987-88 TITLE VII AND OTHER AISD GROUPS REPEATING A GRADE IN 1988-89



Credits Earned/Attendance/Grade Point Averages (GPA's)

In 1988-89, grade point averages, credits earned, and attendance rates were examined for Title VII LEP students and AISD. The following trends were found.

Credits earned. High school students must earn 2.5 to 3.0 credits per semester to graduate. Some students earn no grade for a course because of incompletes or unexcused absences; these are sometimes later credited to them.

- For fall, Title VII high school students earned slightly fewer credits on the average (1.9 to 2.4 credits) than AISD students overall (2.6 credits). LEP dominance C-E students earned the fewest credits (1.9).

- For spring, Title VII A and B students earned the same number of credits, on the average as AISD students overall (2.3). LEP dominance C-E students again earned fewer credits.

Attendance.

- Title VII Other LEP A/B students had the highest attendance rate among Title VII and AISD groups for both fall and spring.

- Title VII middle schools' attendance rate was just slightly below the AISD rate (1.7%) for middle schools/junior highs both semesters.
- LEP C-E students had lower attendance rates both semesters than other Title VII groups or AISD overall.

Grade point averages (GPA). Grades are assigned on a 100 point scale with 70 as passing.

- Title VII junior and senior high other LEP student groups had higher GPA's than other Title VII groups and AISD in the fall. Title VII junior high other LEP students also had the highest spring GPA's among all groups.

- Title VII senior high LEP C-E students went from one of the lowest GPA's among the fall groups to slightly above AISD's overall spring rate. However, junior high LEP C-E students had the lowest GPA's among all groups both semesters.

Thus, most Title VII groups are keeping up with or surpassing AISD groups in credits earned, attendance and GPA's, except LEP C-E students. These students tend to earn fewer credits and have lower attendance rates than other AISD students. The pattern in their GPA performance is more mixed.

FIGURE 23
1988-89 CREDITS EARNED: SENIOR HIGH TITLE VII AND AISD OVERALL

GROUP	FALL 1988		SPRING 1989	
	N	CREDITS EARNED	N	CREDITS EARNED
Title VII				
Hispanic LEP A/B	93	2.4	83	2.3
Other LEP A/B	9	2.3	10	2.3
LEP C-E	76	1.9	63	2.0
AISD	*	2.6	*	2.3

*Not calculated for this comparison.

FIGURE 24
1988-89 ATTENDANCE OF TITLE VII GROUPS AND AISD OVERALL

GROUP	FALL 1988		SPRING 1989	
	N	ATTENDANCE %	N	ATTENDANCE %
Title VII				
Junior/Senior Highs				
Hispanic LEP A/B	232	93.9	223	91.7
Other LEP A/B	12	96.8	12	93.0
LEP C-E	112	90.1	103	89.1
Dobie/O.Henry Middle Schools	91	94.5	90	91.4
AISD				
Senior High	*	93.3	*	90.2
Middle School/Junior High	*	95.0	*	92.9

*Not calculated for this comparison.

FIGURE 25
1988-89 OVERALL GPA OF TITLE VII GROUPS AND AISD OVERALL

GROUP	FALL 1988		SPRING 1989	
	N	GPA	N	GPA
Title VII Senior High				
Hispanic LEP A/B	83	81.3	74	82.9
Other LEP A/B	8	84.8	8	82.6
LEP C-E	61	80.6	48	83.6
AISD Senior High	*	82.3	*	82.6
Title VII Martin Jr. High				
Hispanic LEP A/B	135	82.3	123	83.0
Other LEP A/B	3	84.7	3	88.7
LEP C-E	35	80.1	33	78.8
Title VII Dobie/O. Henry MS	91	82.8	80	82.3
AISD Junior High/MS	*	82.9	*	82.1

*Not calculated for this comparison.

Scholarships/awards. Title VII high school staffs reported program Hispanic LEP A/B students received the following scholarships and awards:

- 1988-89 Trustee Awards--nine students,
- St. Edward's University Soccer Scholarships--two students,
- Dual scholarships--to the 1989 University of Texas summer introductory program in engineering and also to the the Minority High School Student Research Apprentice Program of Pharmacology and Toxicology--two students,
- National Hispanic Institute Scholarship (New Mexico)--one student,
- Texas Alliance of Minority Engineers Scholarship--one student,
- Dual scholarships--Capital City P.T.A. Scholarship and Zarogosa Scholarship--one student,
- State Migrant Program Scholarship (St. Edward's University)--one student,
- National Honor Society Award--one student, and
- Parent Advisory Council Scholarship--one student.

WHAT ARE THE NEEDS OF TITLE VII STUDENTS?

In summary, for these 446 Title VII secondary LEP students in AISD, graduation from high school is a special triumph. It means they have run further, faster, and harder in their academic race against time than many of their English-speaking classmates. Students must succeed in earning academic credits at the same time they acquire English language proficiency, putting challenging demands upon themselves and their teachers. While Title VII results are generally positive, more might be done to assist these students. Some suggestions follow.

Hispanic LEP A/B students have been the primary focus of Title VII since it was implemented in 1985-86. Students are making gains in many areas--language proficiency, standardized achievement, staying in school, and passing TEAMS. Yet, in AISD, they start lower and are outdistanced by their English-speaking counterparts in most areas. In addition, many program students have the disadvantage of limited school experience. The task of this group of LEP students is formidable--learning knowledge through a language that is being learned while learning to learn! While considerable efforts are currently made, additional assistance might be beneficial. A special class program, and/or other supports for students new to the country with limited schooling at Martin (perhaps similar to the former literacy program) and smaller TBE class size might be considered. At the high school level, LEP A/B students with limited schooling also may need a transitional program or class for intensive English and study skill instruction along with appropriate mainstreamed content area placement.

Of special concern are the 164 Title VII LEP C-E students. They tend to earn fewer credits and have lower attendance rates than other Title VII groups or the district overall. Many of them have been in the District longer but have not gained the English achievement and/or proficiency needed to exit LEP status with one period daily of ESL each year. Many of these students are in correlated language arts (basic English skills) classes and in 1988-89, some C-E LEP students (Johnston only) may have been enrolled in new Controlled Computer Programming (CCP) of individually tailored and sequenced basic skills instruction. However, in 1988-89, Title VII LEP C-E student results at grades 7, 9, and 11 on the TEAMS, showed that:

- They had the lowest mathematics mastery rates at all three grade levels among all Title VII groups and AISD.
- Less than half as many passed reading as other AISD students at grades seven and nine.

- Their writing mastery rates were substantially below that of AISD and fairly similar to that of Hispanic A/B (Spanish monolingual/dominant) at grade nine.

These results indicate that Title VII secondary LEP C-E students may benefit from adult and/or peer tutoring. (C-E LEP students have enough English to benefit from English-speaking tutors.) LEP C-E students at the junior high and middle schools may need supplemental or different instruction in language arts and mathematics. A special type of ESL class emphasizing writing and study skills also might help. Another possibility is the CCP classes at Johnston; following the progress of C-E LEP students enrolled would indicate its appropriateness for other Title VII campuses.

As an overall group, Title VII students need placement with more teachers who have special training in ESL techniques. The majority of students being served by Title VII ESL-trained teachers are at the junior high level. Formal courses leading to ESL endorsement are needed for those teachers without training as well as short-term workshops for program staffs. Also, AISD teachers already trained but not presently teaching LEP students might be tapped to meet this need.

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